

*Hamilton County
Family and Children First Council*

Children First Program



Summary of Programs and Outcomes

2008- 2009 Academic Year

Report Released December, 2009

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HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL

Children First Program Evaluation 2008-2009

Executive Summary

I. Description of FCFC and the Children First Program

The Hamilton County Family and Children First Council (FCF) promotes collaboration and coordination of services among its more than 70 agency members with whom it contracts to deliver services. The mission of the Council is to increase coordination among agencies and to streamline services to children and families so that better outcomes can be achieved for families in the Hamilton County community.

One of the most prominent programs of the Hamilton County Family and Children First Council is the Children First Program (CFP). Through this school based program the Council provides a coordinator for “CFP/FCF schools” who recruits, coordinates, monitors and facilitates collaboration and integration of providers into the schools. The FCF Executive Committee provides funds for the Coordinators’ employment and to contract for the multiple services provided in the FCF schools. Providers are selected on the basis of their ability to provide cost-effective quality services that are tailored to meet the individual needs of the schools, their ability to work effectively within a school, their ability to work as a part of a team of providers at that school, demonstrated ability to achieve positive outcomes and their ability to be creative and responsive in designing services.

By design, CFP/FCF schools are meant to be “full service” schools that promote school achievement, positive youth development and family involvement. Services in each school are selected according to school needs and program foci may change each year depending on student needs and effectiveness data. All services and providers are overseen and coordinated by a full-time Family and Children First Council Coordinator who is housed at each school site. Programs are aimed at addressing one or more of the following Children First Program Priorities:

- Priority 1: To decrease rates of truancy, suspension, and expulsion
- Priority 2: To decrease rates of drop out
- Priority 3: To decrease rates of abuse and neglect
- Priority 4: To increase school connectedness

The Children First Program is placed in schools in urban areas with lower economic status. Typically, the schools have high rates of students receiving free and reduced lunch (eligibility is determined by a family income that is 150% of poverty or lower), a relatively high percentage of children with disabilities and are low achieving academically.

II. Collaboration with Provider Agencies

The hallmark of the FCF Children First Program is that there is broad collaboration and coordination across a number of agencies, each offering unique services and expertise in ten schools across three school districts (Cincinnati Public, Norwood, and Mt. Healthy). FCF Children First Program agency partners during the 2008-09 school year included Cancer Family Care, Center for Peace Education, Maureen Donnelly, Family Service, Hamilton County Educational Service Center, Live it Like You Mean It, New Image Consultants, Nutrition Council, Positive Approach, Inc., Pregnancy Care of Cincinnati, Sarah Center, SUMA, Talbert House, The Children's Home of Cincinnati, Time II Advocate for Children & Families, and the YWCA.

III. Numbers Served

Each contracted provider agency tracks the number of child and parent program participants served each month via sign-in sheets at all Children First Program activities.

The total number of student contacts (service utilization/duplicated) across all schools in school year 2008-2009 was Unduplicated: 13,853 and Duplicated: 30,912. The unduplicated count excludes all children who are listed on the sign-in/attendance sheet more than one time for the month of service. This means if they receive services more than once for the month, for example 12 times in one month, then the duplicated count would be 12 but the unduplicated count would be 1.

These totals do not include students or parents who attended school assemblies, fairs, and other school-wide or grade-wide activities.

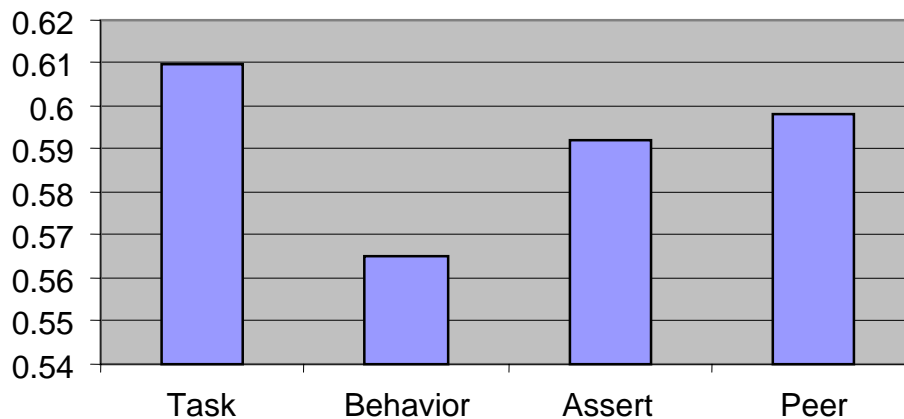
IV. Data Highlights in Brief

Program-specific outcomes for provider agencies are summarized in the full report; however, two measures were administered across all schools and programs, the Teacher-Child Rating Survey and the Teacher Feedback Survey. The results for these measures are summarized below.

Teacher-Child Rating Survey (TCRS)

The Teacher-Child Rating Scale, a nationally validated instrument that assesses student social and behavioral functioning, was completed by teachers on over 291 students attending Children First Programs across all ten of the CFP schools. Teachers were asked to complete the surveys as they relate to the behaviors of their students prior to the implementation of intervention services (pre) and upon completion of the interventions (post). The TCRS consists of 32 items assessing strengths and limitations in a child's socio-emotional functioning that are likely to affect a child's behavior and ability to learn in the classroom. The TCRS is summarized to provide pre-post changes on four empirically derived scales: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability. Across all CFP schools, pre/post changes were positive and statistically significant across all areas: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability. In 2008-09, all four areas showed statistically significant positive changes at $p < .001$. The table below summarizes TCRS results across all ten CFP schools:

TCRS Change Scores



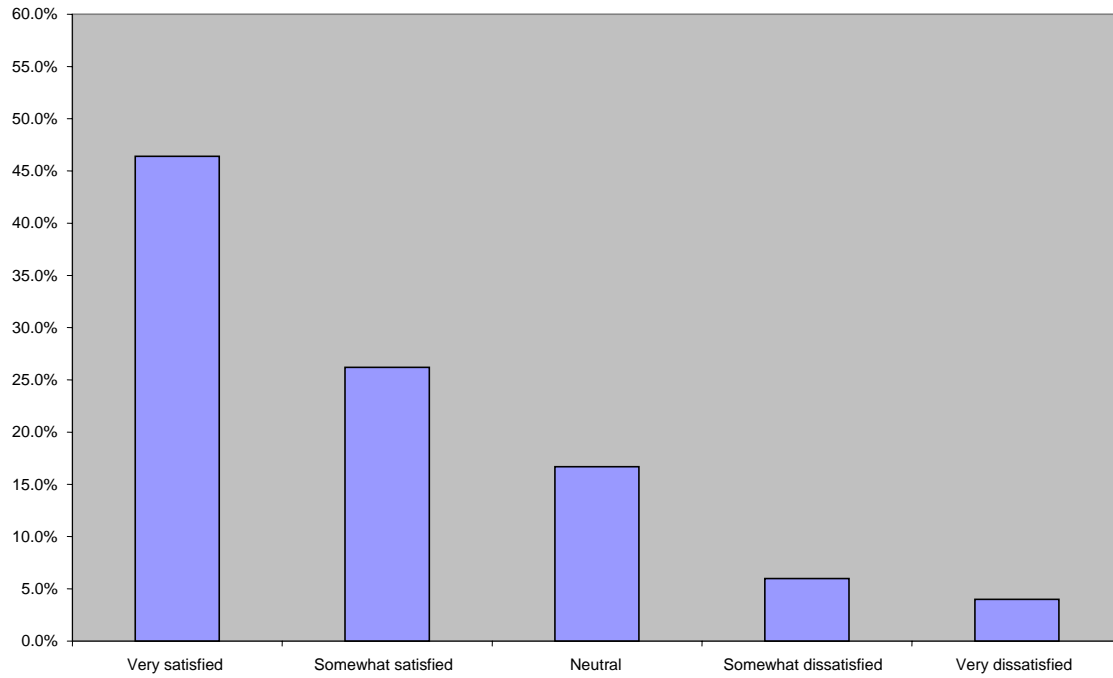
All Schools 2008-2009				
Scale	Initial N=291	Final N=276	Change	Significant p ≤ .001
Task Orientation	Mean = 23.01 SD=6.10	Mean = 29.03 SD=7.20	Mean = 6.10 SD=5.43	✓ t ² = 18.64
Behavior Control	Mean = 24.31 SD=7.34	Mean = 29.87 SD=6.43	Mean = 5.65 SD=5.21	✓ t ² = 18.00
Assertiveness	Mean = 25.08 SD=6.20	Mean = 30.76 SD=5.69	Mean = 5.93 SD=4.90	✓ t ² = 19.97
Peer Sociability	Mean = 26.19 SD=7.37	Mean = 32.04 SD=6.52	Mean = 5.97 SD=5.55	✓ t ² = 17.84

Note: Positive change-scores indicate improvement.
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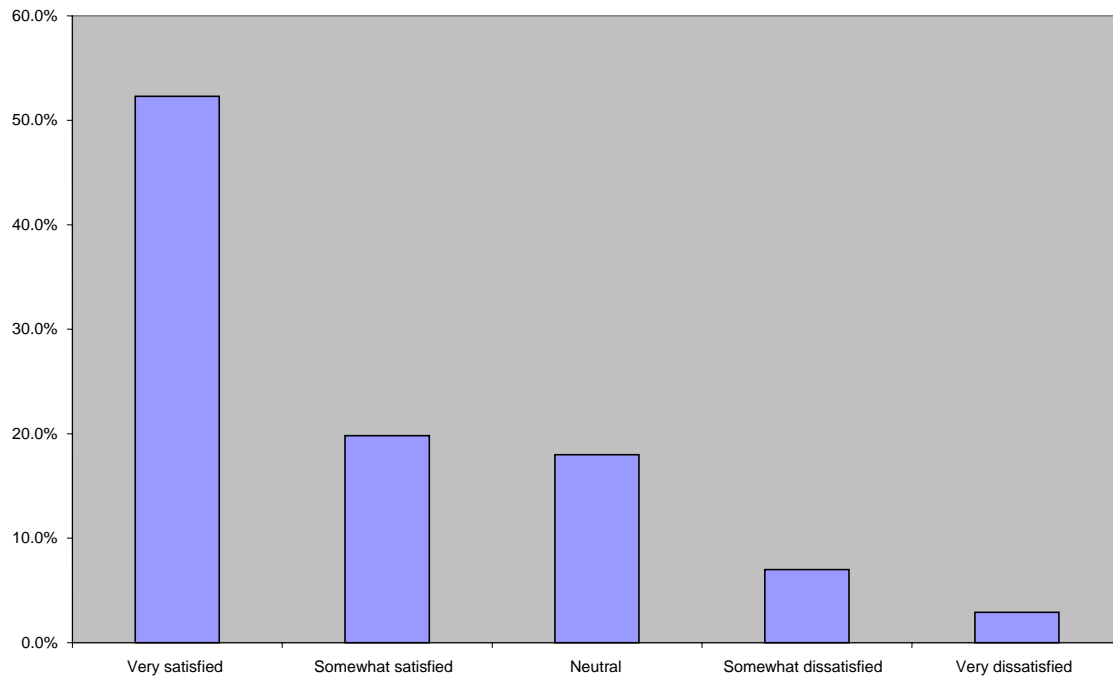
Teacher Survey Results

Teachers in all CFP schools were asked to complete a teacher survey on which they were to rate their level of satisfaction with a variety of facets of the CFP. A total of 173 teachers and staff members from 9 schools responded to the survey; this represents 48% of all teaching and non teaching staff in these buildings. A 5-point Likert Scale that ranged from “Very Satisfied” to “Very Dissatisfied” or “Strongly Agree” to “Strongly Disagree” was utilized. Several questions also required a “Yes” or “No” response. The following are graphic illustrations of some of the responses to questions about the effectiveness of the Children First Program.

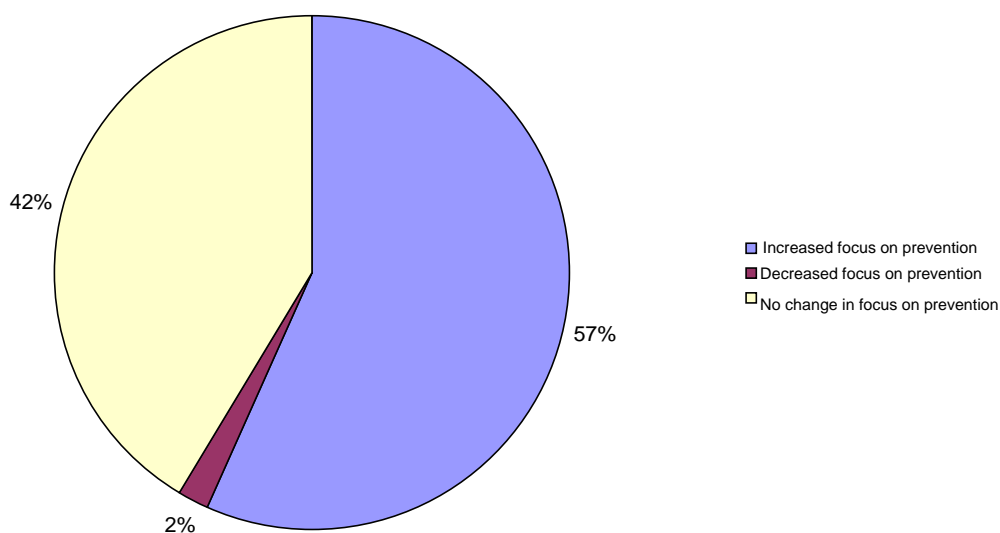
How satisfied are you with Children First Plan?



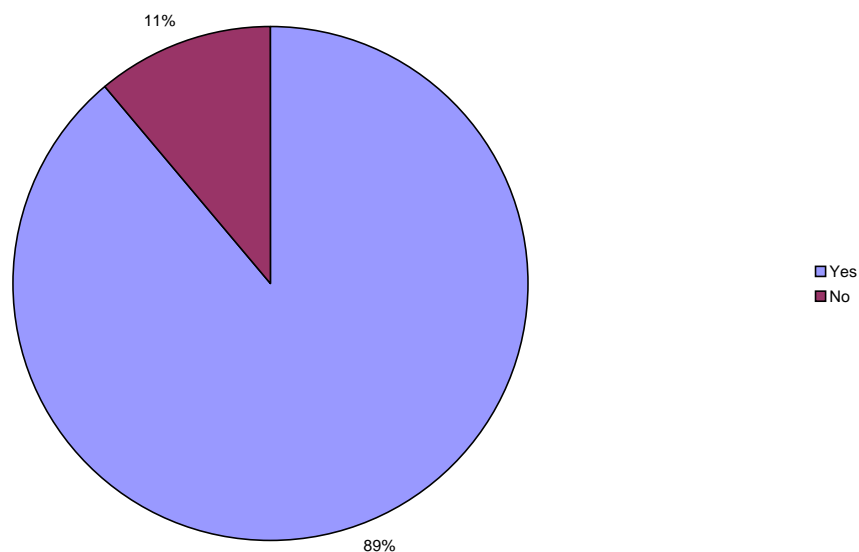
How satisfied are you with overall performance of the coordinator?



Has the CFP changed the focus on prevention in your school?



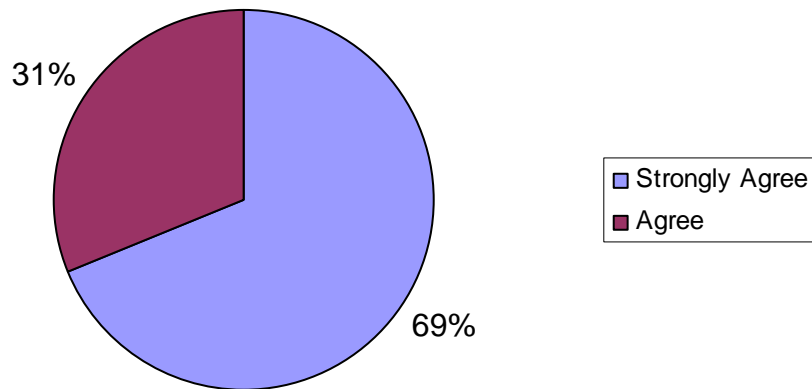
Would you recommend implementing the CFP in other schools?



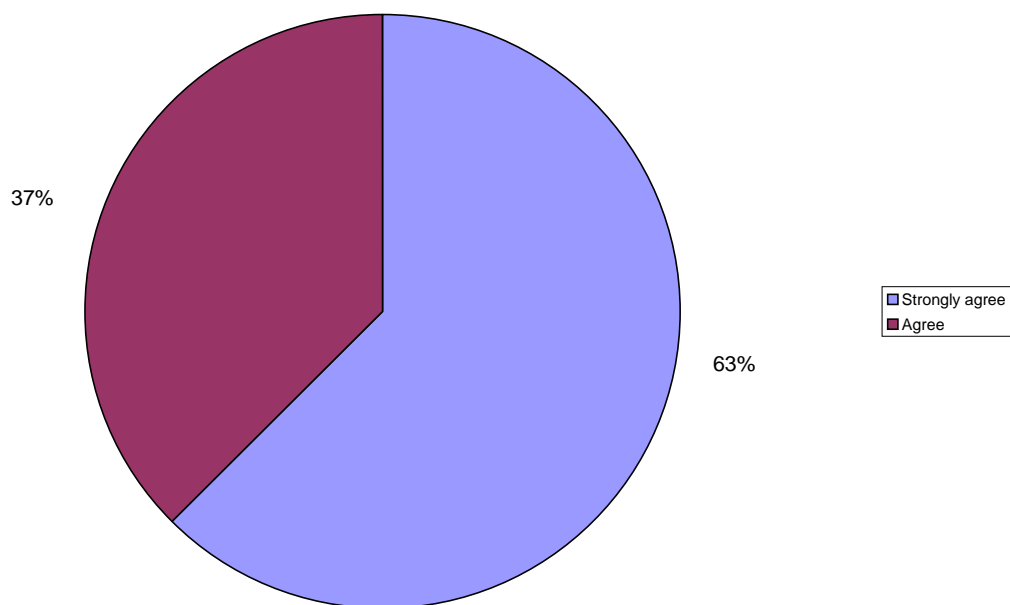
Principals Survey

The principals of the 10 CFP schools were also surveyed regarding their impressions of the effectiveness of the CFP in a variety of areas. Nine principals responded. The following are their responses to some of the questions regarding the effectiveness of the Children First Program.

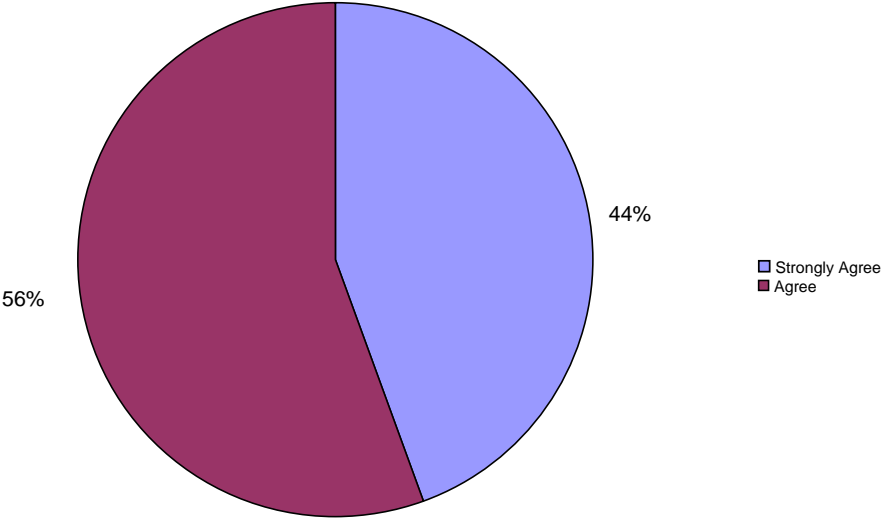
The FCF program supports my school's learning and achievement outcomes



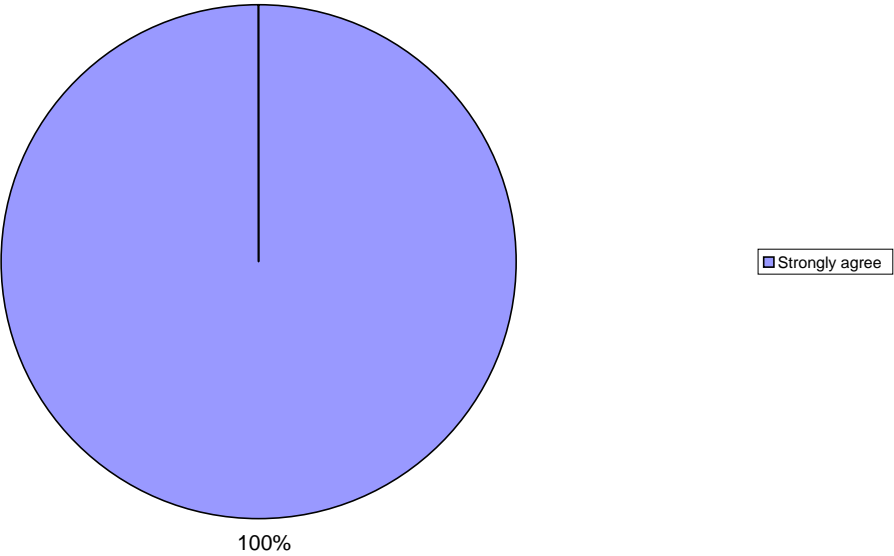
The FCF Coordinator does a good job of coordinating resources at my school



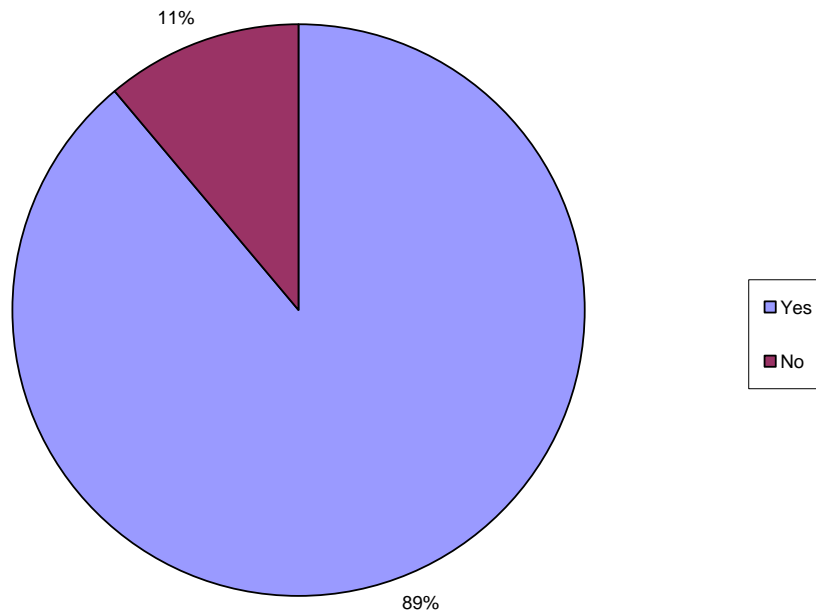
The CFP has increased focus on prevention at my school



Overall, I am very satisfied with the CFP



Would you recommend implementing the CFP in other schools?



VI. Summary of Provider Outcomes

All agencies that provide contractual services in the Children First schools must submit a proposal annually that describes their proposed program, priority focus, proposed outcomes, measures and targets, and the anticipated number of participants to be served. At the conclusion of the school year, each agency must submit an Outcome report using the FCF form to describe how they performed in meeting their proposed outcomes. A summary of program results for each provider agency can be found in the full report. Overall, the vast majority of provider agencies met or exceeded their proposed outcomes.

Summary: Hamilton County Family and Children First Council, the Children First Program, and its agency partners are advancing child and adolescent positive development by coordinating programs and services aimed at improving behavioral outcomes, decreasing the abuse and neglect, increasing school connection and bonding and reducing drop out rates. The overall goal of the program is to decrease barriers to learning and to enhance positive youth development. Many positive results were achieved, as illustrated by the TCRS scores, the principal surveys, the teacher surveys and the provider outcomes.

COMPREHENSIVE EVALUATION REPORT

A. Overview of Programs and Services

The Family and Children First Council's Children First Program (CFP) provides "full service" schools that promote school achievement, positive youth development and family involvement. Programs range from long term, intense, individually oriented interventions such as mental health and substance abuse treatment, school nursing services and groups for grieving children to broad based events such as after school programs, recreational activities, family fun fairs, and parent engagement activities which enhance student and family connections with the school. A primary objective of the CFP is to change the school culture by increasing emphasis on prevention throughout the school.

Services in each school are selected according to school needs and change from year to year depending on effectiveness and individual school need. The Council contracts with community providers to deliver the services, although some services are provided free of charge to the Council if they are funded through other sources. Providers are selected on the basis of their ability to provide cost-effective, quality services that are tailored to meet the individual needs of the schools, their ability to work effectively within a school, their ability to work as a part of a team of providers at that school, demonstrated ability to achieve positive outcomes, and their ability to be creative in designing services. All services and providers are overseen and coordinated by a full-time Family and Children First Council Coordinator. The coordinator is housed at the school site, although in the smaller districts the Coordinator covers 2 to 3 schools.

B. Children First Program: Four Priority Aims

The overall purpose of Children First Plan is to maximize student academic, behavioral and social/emotional functioning by achieving four specific outcomes as follows:

Priority 1: To decrease rates of truancy, suspension, and expulsion.

Through this priority, prevention and intervention programs are implemented to promote positive and pro-social behavior in students. This importance of this priority is supported by the literature which has found student's behavioral functioning and social skills to be related to positive academic performance and later vocational success in adulthood.**

Priority 2: To decrease rates of drop out.

This priority supports the implementation of programs and services that promote positive school attendance and school engagement with the ultimate goal being that students achieve the attendance and academic goals necessary to graduate from high school. It is well-documented that students who complete their high school education earn higher wages, enjoy greater vocational success and more positive life outcomes than students who drop out of high school.**

Priority 3: To decrease rates of abuse and neglect.

This priority is aimed at reducing and eliminating child abuse and neglect, factors which threaten academic success and social and emotional well-being in students. Programs that target this

outcome are aimed at benefiting students and parents and prevent the well-documented short-term and long-term risks that result from physical and emotional abuse and neglect.**

Priority 4: To increase school connectedness.

Research studies concur that students who feel more bonded or connected with their school show greater attendance and academic achievement. In addition, children who feel more connected to their school are also less likely to drop out and are more likely to describe their school as safe and supportive.** This priority is aimed at ensuring that students feel safe and engaged in their schools, supported by their teachers, and connected to their peers.

C. Children First Schools

During the 2008-2009 academic year, the Children First Program operated in five schools in the Cincinnati Public School district (Aiken, Midway, Reese E. Price, Rothenberg, and Quebec Heights) and five schools in two county districts: three schools in the Norwood District: Allison Street Elementary, Sharpsburg Elementary and Norwood Middle School, and two schools in the Mt. Healthy City School District: Frost Elementary and Greener Elementary. This was the first year that the CFP was in Rees E. Price school. With the exception of Aiken High School, all schools served elementary and or middle school grades (i.e. K through 8). All Children First Programs are in schools with high rates of students eligible to receive free and reduced lunch (based on their family income level of 150% of poverty or lower). Targeted schools also have high rates of students receiving special education services. A summary of school/student demographics during the 2008-09 school year taken from the ODE school report cards are as follows:

District	School	Grades	Average daily enrollment	% Economically disadvantaged students	% of Students with IEP/ Disabilities	School Academic Status at end of 2008-09
Cincinnati Public Schools	Aiken University High School	9 th -12 th	390	66.8%	26.4%	Academic Watch
	Aiken College and Career High School	9 th -12 th	478	69.9%	36.4%	Continuous Improvement
	Midway Elementary School	PK-8 th	603	81.7%	21.8%	Academic Watch
	Quebec Heights	PK-8 th	326	92.9%	23.2%	Academic Emergency
	Rees E. Price	PK-8 th	734	95.3%	22.4%	Academic Emergency
	Rothenberg Preparatory Academy	PK-8 th	331	95.8%	26.0%	Academic Emergency
Mt. Healthy City Schools	Frost Elementary School	K-6 th	292	89.7%	23.5%	Academic Watch
	Greener Elementary School	K-6 th	289	82.7%	22.4%	Continuous Improvement
Norwood City Schools	Allison Street Elementary School	K-6 th	257	75.7%	15.6%	Continuous Improvement
	Norwood Middle School	7 th -8 th	319	54.4%	14.9%	Continuous Improvement

	Sharpsburg Elementary School	K-6 th	307	61.5%	9.3%	Effective
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D. Services Delivered

Each year the coordinators in each school implements selected programs to meet specific needs of each school's students, families and staff. Listed below are the core programs implemented at most of the schools during the 2008-2009 academic year.

Core Programs at Most Schools	
• Abstinence Programs	• Newsletters
• After School programming	• Nutrition Programs
• Alcoholism/Substance Use Programs and Prevention Programming	• Open House (new student/parent orientation, open house for new school year, open house with service providers)
• Anger Management Groups	• Parent Programs (moms/dads celebrations, parent educational seminars, parent volunteer opportunities)
• Alternative-to-Suspension Programs	• Peer Mediation Programs
• Attendance Programs	• Student Recognition Programs
• Ballroom Dancing	• School Staff Training Programs and Consultation
• Bereavement Group/Grief Counseling (group and individual counseling)	• Social Skills Groups
• Community Engagement Activities	• Student Team Building
• Family Fun nights	• Summer Programming
• Family Resource/Parent Centers	• Transition Programs (e.g., middle school transition programs)
• Health Services (nurse and/or nurse practitioner)	• Triaging/referrals to community providers
• Leadership Development Activities	• Tutoring Programs
• Mental Health Services (assessment, treatment, referral, consultations)	• Violence Prevention and Conflict Resolution Groups

Listed below are some of the unique programs implemented in each school during the 2008-2009 school year.

Unique Programs 2008-09	
School	Programs Unique to each School
Aiken	<ul style="list-style-type: none"> • <i>Artist in Reflection Annual Project</i> • <i>Awards Breakfasts</i> • <i>Keep Your Power Groups</i> • <i>Mayerson Foundation High School Leadership Network</i> • <i>New Student Orientation</i> • <i>Raising Great Kids</i> • <i>Shakiri Village</i> • <i>Shanty Town</i> • <i>Su Casa Hispanic Festival</i> • <i>Summer Bridge Program</i> • <i>Walking Club</i> • <i>Winners Walk Tall</i>

Midway	<ul style="list-style-type: none"> • <i>Building Character</i> • <i>Home-School Connection</i> • <i>No Name-Calling Week</i> • <i>Mr. Emotions & Friends</i> • <i>Parent Engagement Program</i> • <i>Peace Team</i> • <i>Positive Self-Development Program</i> • <i>Teacher Strengths & Values group</i> • <i>Second Step</i> • <i>Nutrition Carnival</i>
Mt. Healthy Schools	<ul style="list-style-type: none"> • <i>Conflict Resolution Groups</i> • <i>Fall Festival</i> • <i>Girls Solving Conflict Group</i> • <i>Kids Connection</i> • <i>Lunch Time Friendship Program</i> • <i>Life Skills Training Program</i> • <i>Mr. Emotions Program</i> • <i>Muffins with Moms; Donuts with Dads</i> • <i>Parent Resource Center</i> • <i>Record-a-Song</i> • <i>Second Step</i> • <i>Shoot for the Moon Parent Participation</i> • <i>Transition Team Building Program</i>
Norwood	<ul style="list-style-type: none"> • <i>Back to School Clothing Vouchers</i> • <i>Dads Club</i> • <i>Donuts with Dad</i> • <i>Date with Dads</i> • <i>Drug and Alcohol Assessment</i> • <i>Hot tickets: Perfect Attendance Program</i> • <i>“Mr. Emotion” program</i> • <i>Nutrition Workshops and Presentations</i> • <i>Parent Pride Celebration</i> • <i>Project Alert</i> • <i>Transition Camp (for students transitioning from elementary to middle school)</i>

<p>Quebec Heights</p>	<ul style="list-style-type: none"> • Attendance Case Manager • CYC Multi-Cultural Book Club • Family Peer Support • Fat Tuesday for Fathers • Interdisciplinary Team • Kid's Connection • Parent Coordinator and BRIDGES Family Center • Parent Seminars • Portable 100 (hardbacks) multi-cultural library • Power Pack Distribution • Price Hill Back To School Fair • Reading is Fundamental (RIF) • Too Young Too Be High • Second Step • Attendance Case Manager • Y after-school "Celebrating You, Celebrating Me" drama, dance, music and visual art from around the world • Young Men and Young Ladies after-school leadership clubs • Winners Walk Tall
<p>Rees E. Price</p>	<ul style="list-style-type: none"> • African Drum and Dance • Assertive Responsible Teen Program • Boys and Girls Book Clubs • Creative Response to Conflict • Delinquency Prevention Programs • Focus Abstinence • Hamilton County Truancy Program/Court • Literacy through Photography • Mr. Emotions • Second Step • Sixth Grade Leadership Program • Summer Camp Arts and Social Skills Program
<p>Rothenberg</p>	<ul style="list-style-type: none"> • African American Culture Fest • Caught Being Good • Career Fair • CincyAfterschool Multicultural Arts Program • Creative Response to Conflict • Guess Who's Coming to Lunch? • Jewelry Making Training for Parents(Jewelry is sold in stores) • Literacy through Photography • Parent Book Club • Parent Support Group • Parenting Skills Workshops • Parent Wellness Workshops • Reading is Fundamental [RIF]

E. CFP Providers/Programs at a Glance and Total Number Served

The following table summarizes services delivered by provider agencies, the FCFC priorities each service targets and the total number of students, parents and teachers served by each program.

Children First Program Reference Table			
Agency	Services Provided	FCFC Priority	Total # Served
Ballroom Dancing by Bud Waters	<ul style="list-style-type: none"> Ballroom Dancing Lessons, including appropriate behavior in dance class setting 	4	550
Cancer Family Care/ Treehouse Children's Services	<ul style="list-style-type: none"> Individual counseling for children who are impacted by a cancer diagnosis in the family or the death of a loved one from cancer. Group counseling for children who are impacted by cancer or the death of a loved one. 	3, 4	10
Center for Peace Education	<ul style="list-style-type: none"> "Students' Creative Response to Conflict" training for students and their teachers in grades 3, 4, and 5/6 	2	144
Family Service	<ul style="list-style-type: none"> Family Attendance Support Parent Involvement Attendance Case Management Family Resource Center Coordinator Family Engagement Case Manager 	1, 4	1576
Hamilton County Education Service Ctr.	<ul style="list-style-type: none"> HCESC Attendance Services at Schwab 	1	346
Live It Like You Mean It	<ul style="list-style-type: none"> Self-leadership Workshops Mr. Emotions and Friends 	4	732
Maureen Donnelly	<ul style="list-style-type: none"> Literacy and Photography Project for first and second graders. 	1, 4	136
New Image Consultants	<ul style="list-style-type: none"> Conflict Resolution Social Skills One on One Mentoring 	1,2,3,4	272
Nutrition Council	<ul style="list-style-type: none"> Parent Seminars Nutrition Carnival 	4	60
Positive Approach, LLC	<ul style="list-style-type: none"> Second Step Anger Management Leadership Resiliency Program Peer Mediation "Winners Walk Tall" 	1, 2, 4	5213
PregnancyCare of Cincinnati	<ul style="list-style-type: none"> "Making Abstinence Possible" MAP Presentations Human Growth and Development (Puberty) Presentations Abstinence Focus Group – Norwood Middle School Students utilizing the "Safe Dates" approved curriculum. 	1, 4	109
Sarah Center	<ul style="list-style-type: none"> Jewelry making class to parent group 	4	36
Sparked	<ul style="list-style-type: none"> Behavior Management 	1,4	158
SUMA/ Talbert House	<ul style="list-style-type: none"> ART (Assertive Responsible Teen) Program – Comprehensive pregnancy prevention/life skills services 	1, 2, 4	72
Talbert House	<ul style="list-style-type: none"> Substance Abuse Prevention School-Based Mental Health Services 	1, 2, 3, 4	2702

	<ul style="list-style-type: none"> • Mental Health Assessment and group services • Intervention Coordinator/Case Management including mental health assessment, crisis intervention, prevention, referral services, group services • Social Skills groups • Staff Consultation 		
The Children's Home of Cincinnati	<ul style="list-style-type: none"> • Mental Health Assessment and group services • Intervention Coordinator/Case Management including mental health assessment, crisis intervention, prevention, referral services, group services • Social Skills groups • Staff Consultation 	1, 4	1022
Time II Advocate for Children and Families	<ul style="list-style-type: none"> • Anger and Behavior Management • Girl Power • Social Skills 	1	966
YWCA	<ul style="list-style-type: none"> • Amend 	1	31
Total # of Contacts for All Agencies = 13,583 Unduplicated; 30,912 Contacts Duplicated*			

*This sum is based on agency summary sheets and attendance databases. The grand total may not be equal to the sum of numbers due to unavailable numbers for some agencies.

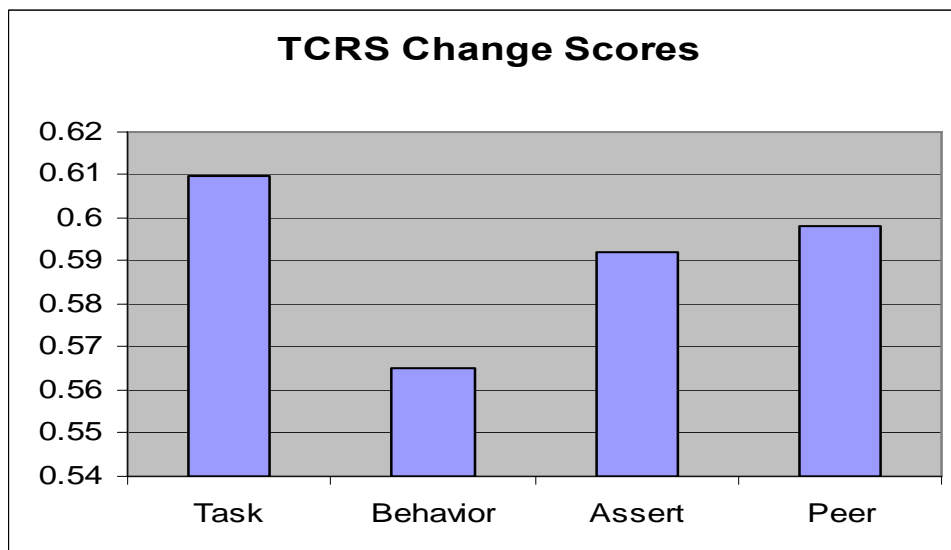
F. Evaluation Data

1. Teacher-Child Rating Scale Results

Child behavior ratings were assessed using teacher-completed Teacher-Child Rating Survey pre and post tests which were completed on over 295 students receiving Children First Program services across the 10 FCF schools. The TCRS consists of 32 items assessing strengths and limitations in a child's socio-emotional functioning. The Teacher-Child Rating Scale was validated on 1379 youth ages 5 to 12. Test-retest reliability coefficients range from .61 to .91 and internal consistency coefficients range from .85 to .95. Several studies have validated the components of the TCRS and their correlation to behavioral and academic outcomes (Cowen et al., 1997; Hightower et al., 1986; Weissberg et al., 1987).

The TCRS was administered in FCF schools and is summarized to provide pre-post changes on four empirically derived scales: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability. These trends are notable given that results from all scales were found to be statistically significant (significant positive changes at $p < .001$ across all schools).

The following graph and table summarizes TCRS results across the ten CFP during the 2008-09 school year.



All Schools 2008-2009				
Scale	Initial N=291	Final N=276	Change	Significant $p \leq .001$
Task Orientation	Mean = 23.01 SD=6.10	Mean = 29.03 SD=7.20	Mean = 6.10 SD=5.43	✓ $t^2 = 18.64$
Behavior Control	Mean = 24.31 SD=7.34	Mean = 29.87 SD=6.43	Mean = 5.65 SD=5.21	✓ $t^2 = 18.00$
Assertiveness	Mean = 25.08 SD=6.20	Mean = 30.76 SD=5.69	Mean = 5.93 SD=4.90	✓ $t^2 = 19.97$
Peer Sociability	Mean = 26.19 SD=7.37	Mean = 32.04 SD=6.52	Mean = 5.97 SD=5.55	✓ $t^2 = 17.84$

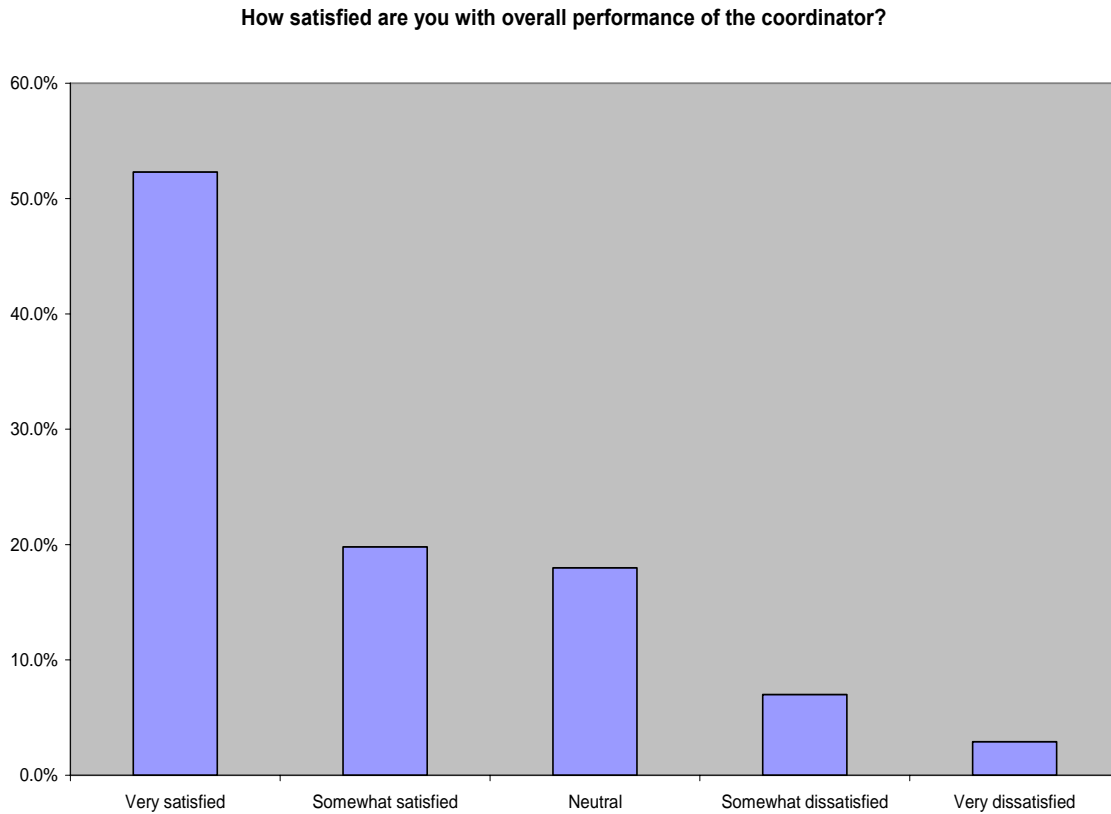
2. Teacher Survey

A. Teacher Survey Methods

Teachers in all CFP schools were asked to complete a teacher survey on which they were asked to rate their level of satisfaction with the various facets of the CFP. A 5-point Likert Scale which ranged from “Very Satisfied” to “Very Dissatisfied” or “Strongly Agree” to “Strongly Disagree” was utilized. Several questions also required a “Yes” or “No” response. The survey was available online and had to be completed online.

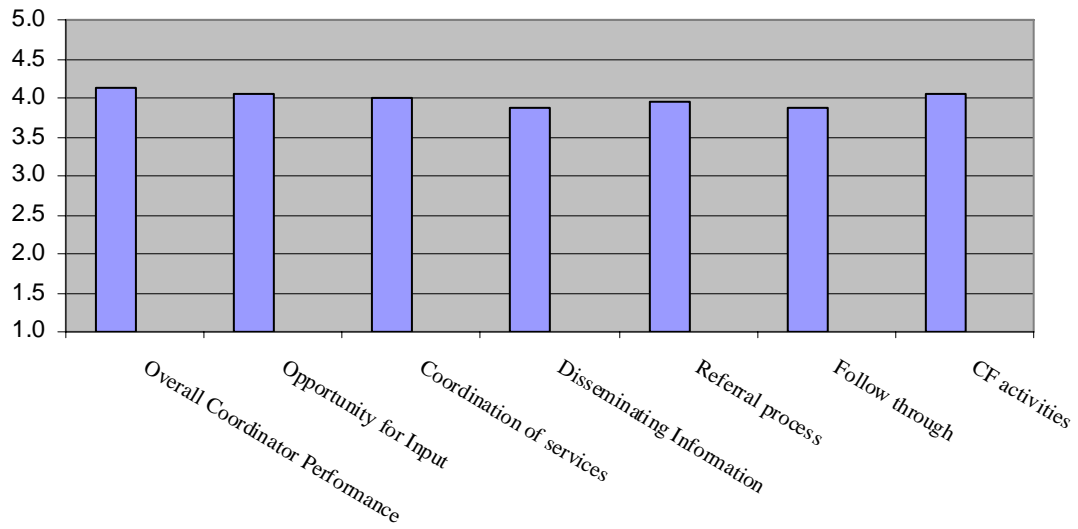
B. Summary of Teacher Survey Responses

A total of 179 teachers from all 10 schools responded to a survey asking for their impressions of various aspects of the Coordinators' performance and various aspects of the Children First Program overall. The following charts summarize their responses to those questions.

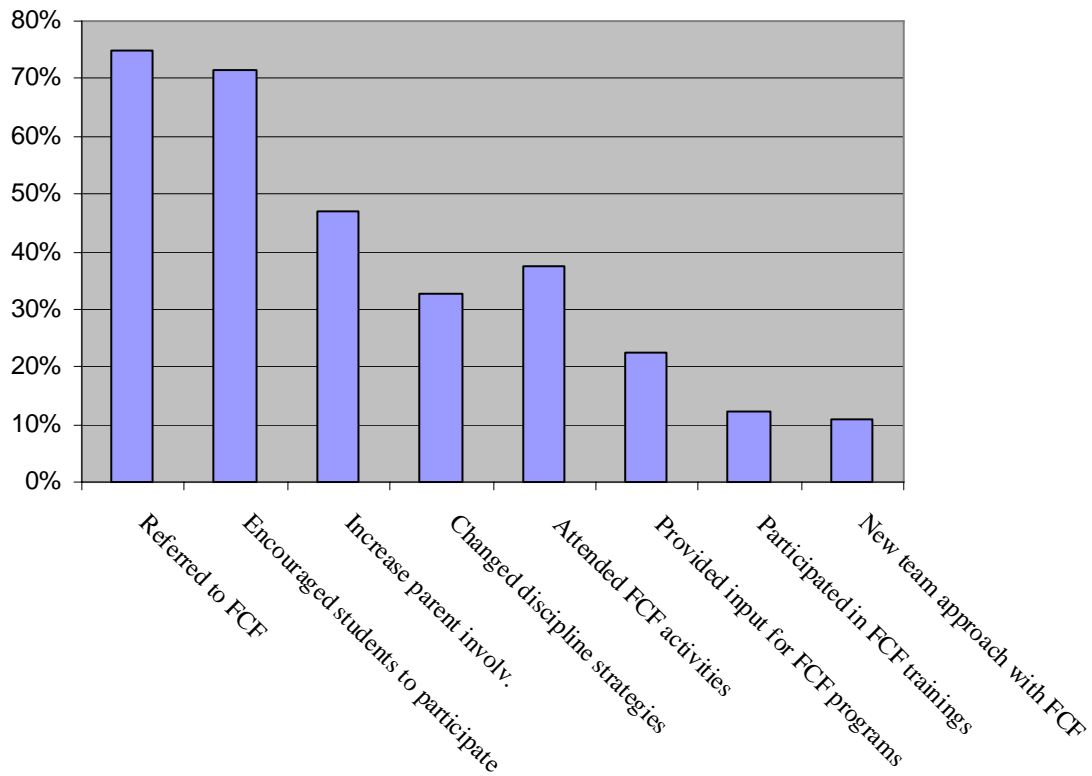


**Performance of Coordinator
Rating average
2008-09**

On a scale of 1 to
5 with 1 being
very dissatisfied
and 5 being very
satisfied

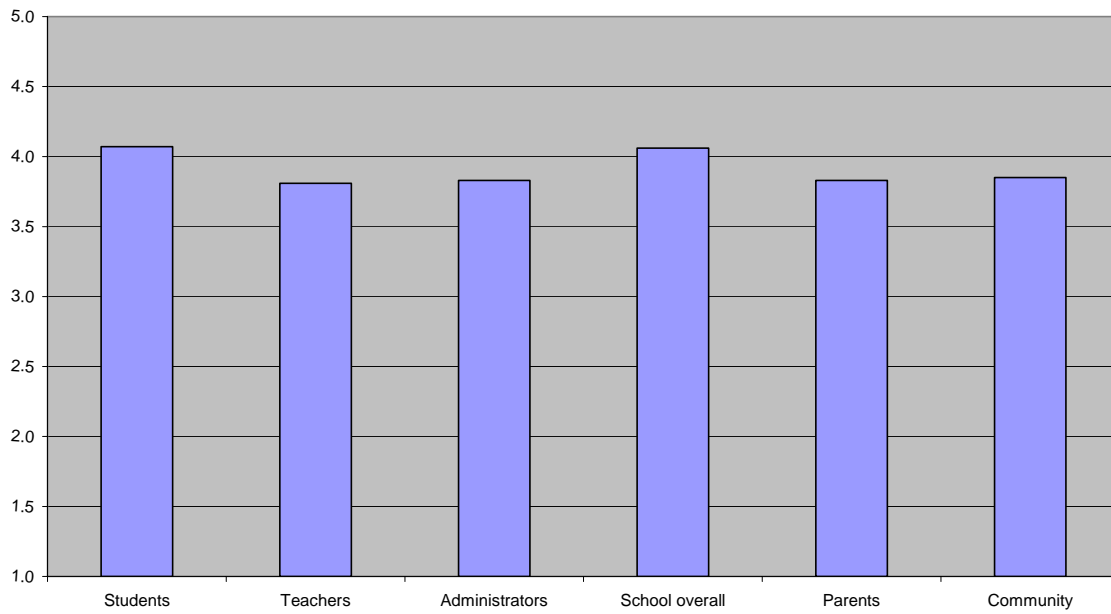


How have you been involved with CFP activities?

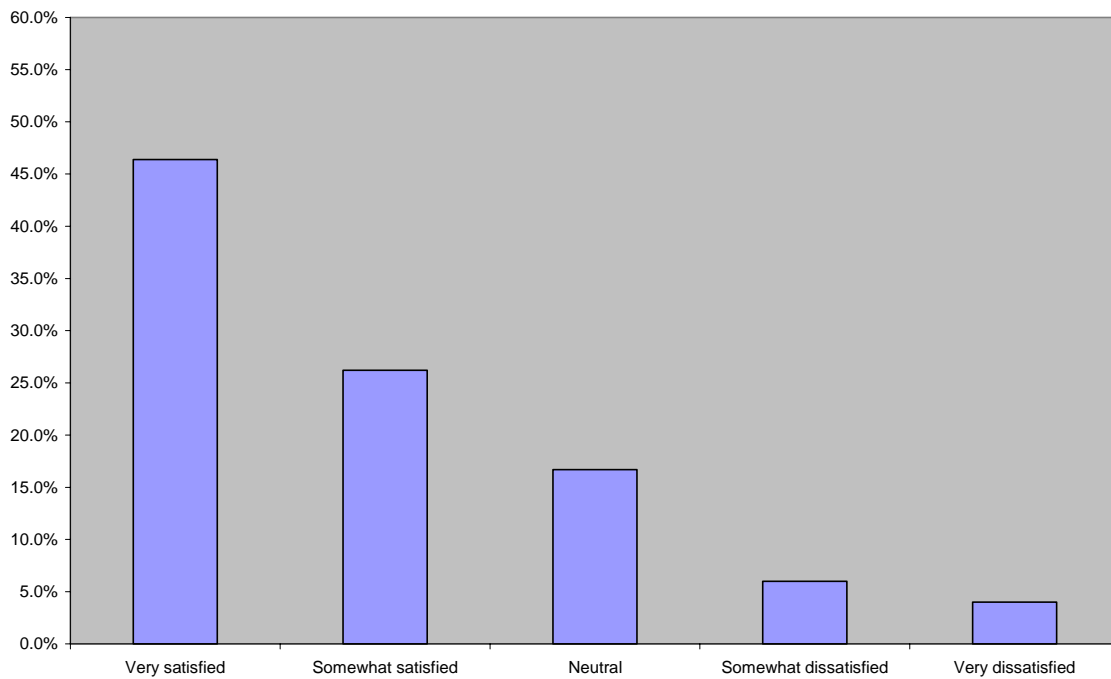


Satisfaction with degree of CFP impact on selected groups
Rating Average
2008-09

On a Scale of 1 to 5
 with 1 being very dissatisfied
 and 5 being very satisfied



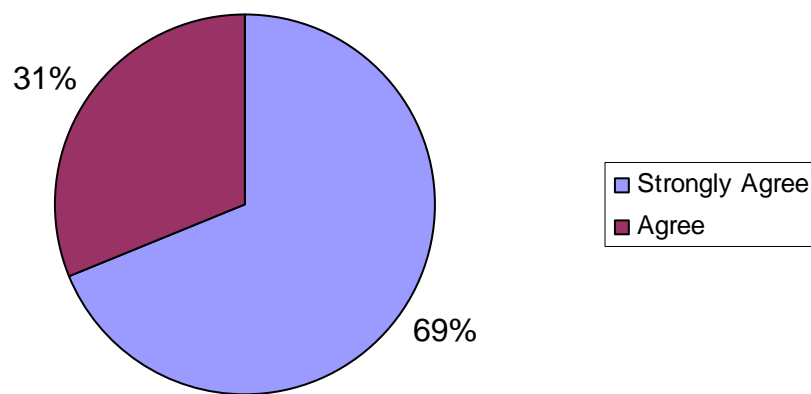
How satisfied are you with Children First Plan?



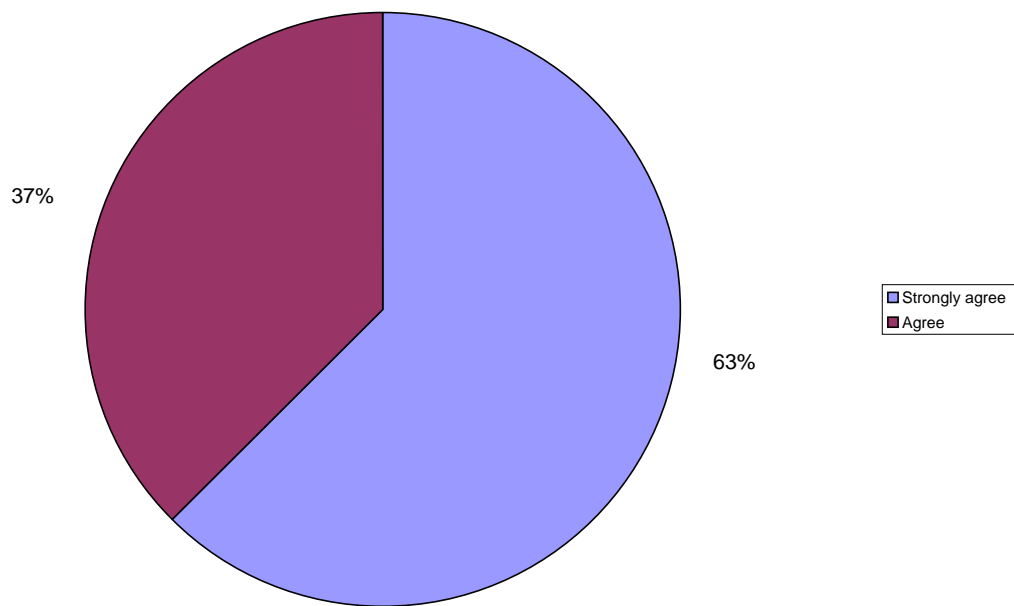
C. Summary of Principal Responses to Survey

A total of 9 principals from the 10 FCF schools responded to a survey asking for their impressions of various aspects of the Coordinators' performance and various aspects of the Children First Program overall. A 5-point Likert Scale which ranged from "Very Satisfied" to "Very Dissatisfied" or "Strongly Agree" to "Strongly Disagree" was utilized. Several questions also required a "Yes" or "No" response. The survey was available online and had to be completed online. The following charts summarize the principal responses to survey questions.

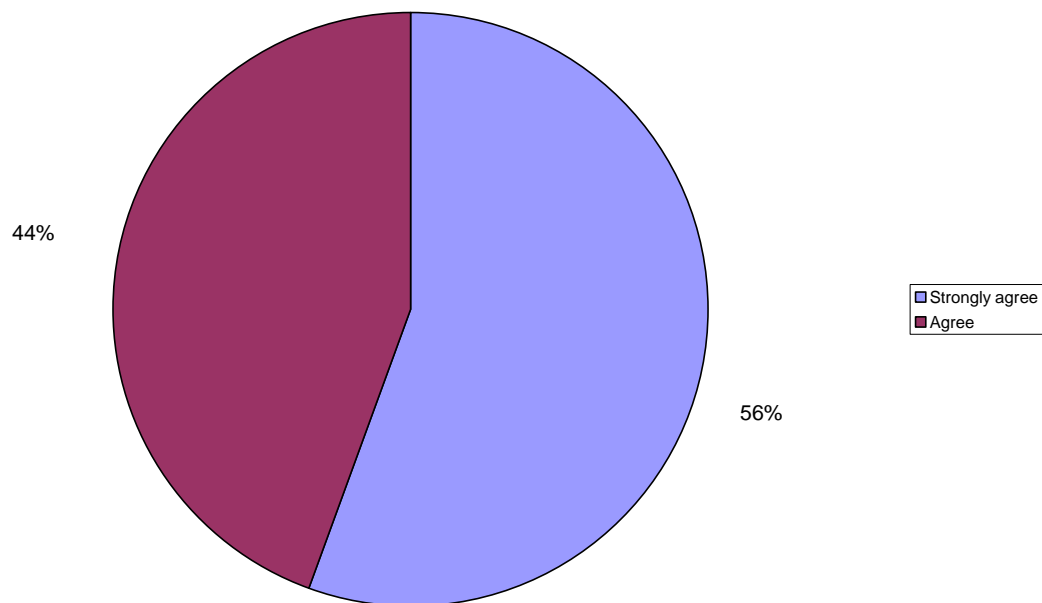
The FCF program supports my school's learning and achievement outcomes



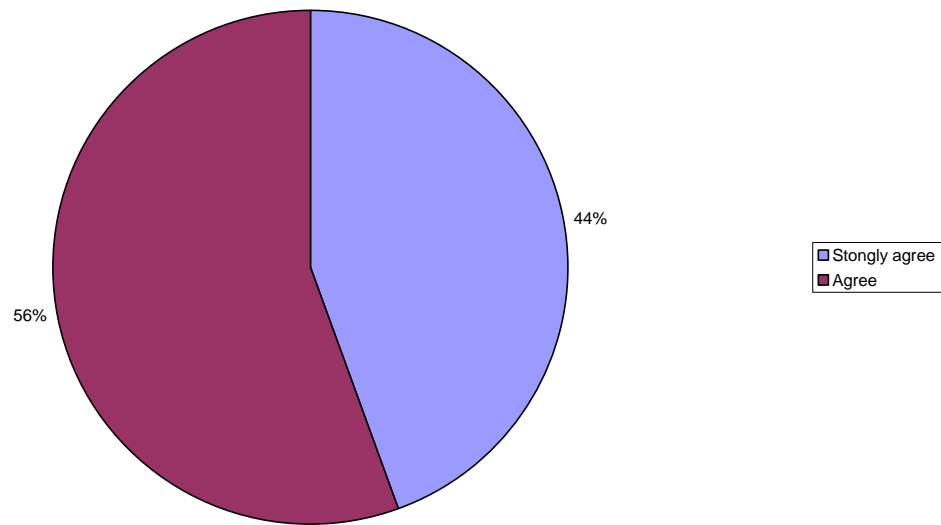
The FCF Coordinator does a good job of coordinating resources at my school



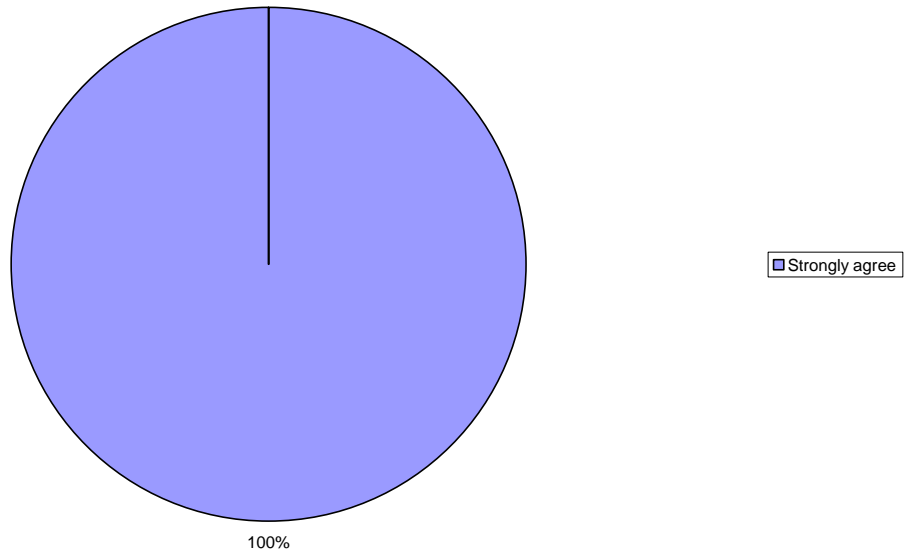
The FCF program is incorporated into my One plan/discipline plan



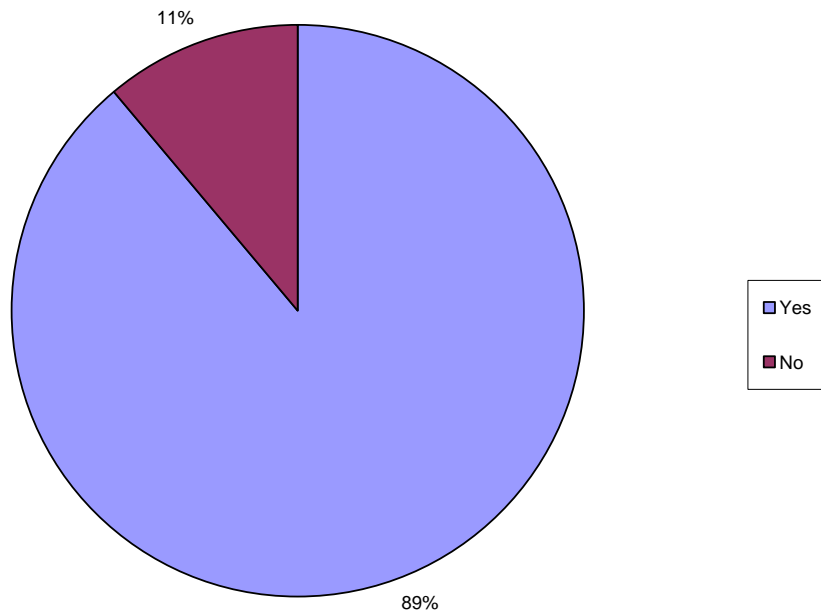
The CFP has increased focus on prevention at my school



Overall, I am very satisfied with the CFP



Would you recommend implementing the CFP in other schools?



G. Grades and Discipline Data

Number of Behavioral Incidents by Schools and the Percent of Students in the School with Behavioral Incidents***

“A “Behavioral Incident” is generally defined by school districts as an incident requiring serious disciplinary action such as a referral to Alternative to Suspension/Expulsion Program, Out of School Suspension/Expulsion, or an In School Suspension.

Information and data analysis provided by Innovations, Children's Hospital Medical Center

	School	Number of Incidents	% of Total Students
CPS	Aiken ¹	33	28.0%
	Midway ²	27	22.9%
	Quebec Heights ³	26	22.0%
	Rees E Price ⁴	32	27.1%
	Rothenberg ⁵	0	0%
	Total	118	---
Mt Healthy	Frost	11	37.9%
	Greener	8	13.5%
	Total	19	---
Norwood	Allison	3	25%
	Norwood Middle	28	58.3%
	Sharpsburg	9	22%
	Total	40	---

* Note that students may be referred for FCFC services based on disciplinary incidents or other risk factors

¹Aiken College & Career High School has ** students and 338 behavioral incidences

²Midway Elementary school has 600 students and 447 behavioral incidences

³Quebec Heights Elementary has 378 Students and 447 behavioral incidences

⁴Rees E Price has 111 students and 118 behavioral incidences

⁵Rothenberg Preparatory Academy has 262 students and 118 behavioral incidences; The students served by FCFC did not have any reported behavioral incidents according to the CPS database

Summary of Student Reading and Math Data Trends in Grades from Quarter 1 to Quarter 4							
District	School	Reading Grades			Math Grades		
		<i>Increased</i>	<i>No Change</i>	<i>Decreased</i>	<i>Increased</i>	<i>No Change</i>	<i>Decreased</i>
CPS*	Aiken (N=46)	27.1% (13)	41.7% (20)	31.3% (15)	4.3% (2)	45.7% (21)	50% (23)
	Midway (N=40)	28.9% (13)	46.7% (21)	24.4% (11)	42.5% (17)	32.5% (13)	25% (10)
	Quebec Heights (N=46)	42% (21)	38% (19)	20% (10)	30.4% (14)	41.3% (19)	28.3% (13)
	Rees E Price (N=29)	35% (14)	30% (12)	35% (14)	62.1% (18)	17.2% (5)	20.7% (6)
	Rothenberg (N=36)	0% (0)	78% (32)	22% (9)	25% (9)	44.4% (16)	30.6% (11)
	Average Across Students	26.3% (59)	46.4% (104)	26.3% (59)	30.5% (60)	37.6% (74)	32% (63)
Norwood	Allison (N=4)	50.0% (2)	50.0% (2)	0% (0)	25.0% (1)	50% (2)	25% (1)
	Norwood Middle (N=44)	56.8% (25)	18.2% (8)	25% (11)	25.7% (9)	42.9% (15)	31.4% (11)
	Sharpsburg (N=27)	33.3% (9)	55.6% (15)	11% (3)	16% (4)	72% (18)	12% (3)
	Average Across Students	48% (36)	33.3% (25)	18.7% (14)	21.9% (14)	54.7% (35)	23.4% (15)
Mt Healthy	Frost (N=29)	13.8% (4)	48.3% (14)	37.9% (11)	20.7% (6)	48.3% (14)	31% (9)
	Greener (N=53)	9.4% (5)	45.3% (24)	31.4% (24)	28.3% (15)	41.5% (22)	30.2% (16)
	Average Across Students	9.1% (9)	46.3% (38)	42.7% (35)	25.6% (21)	43.9% (36)	30.5% (25)

Discipline and Grades Data are reported descriptively for students served. Data and trends are difficult to interpret independent of other contextual information about the students. The data likely confirms that FCFC serves a high risk population that is likely to have risk factors (disciplinary rates and grades) that differ than the normal school population. This may be due to the fact that students with behavioral and academic challenges may be more likely to be referred to FCFC programs and services in some schools.

H. Summary/ Highlights of Program Outcomes

Each agency providing contracted services submitted program proposals prior to the 2008-2009 academic year. These proposals included the project description, priority focus, proposed outcomes, measures and targets, and the anticipated number of participants to be served. Final reports included actual outcomes and the number of students served. Below are brief summaries of the outcome data for each contracted

provider. It should be noted that programs vary significantly by agency; therefore it may be difficult to compare some outcome results to others.

Cancer Family Care

Bereavement Services: Of the 12 students receiving services, 33% completed the Behavioral Pre and Post tests. At the end of the group, 50% noted decreased anxiety and 25% reported less risk taking behaviors.

Center for Peace Education

Training for students and teachers in conflict resolution: Training was provided to two classrooms and their teachers. 95% of students reported strong understanding of theme areas presented. 100% of teachers reported positive changes in student behaviors. 50% of teachers reported a reduction of classroom conflicts.

Family Service

Student support worker and parent support workers at Midway, Rothenberg and Quebec Heights. Purpose was to increase attendance and decrease suspensions and to increase parent connection to the school. At Midway, of 26 students who completed the school year, 17 had a decrease or “0” in both suspensions and discipline referrals. All 26 had a decrease in suspensions. Parent Involvement: Family Service also tracked the grades and behavior of the 206 students whose parents filled out an Appleseed survey (measures parent connection to the school). Of those 206 students, 156 reduced or maintained a “0” in discipline referrals and suspensions. 174 increased or maintained a “C” in both Math and Reading. The parent support worker at Quebec Heights worked with 31 families to assist them with family crises. Rothenberg increased the number of volunteers from 4 to 7. Out of 194 parents at Midway and Quebec Heights who completed the Appleseed survey, all had scores of 16 or more, with most have 18 or above (10 or higher indicates connection to the school).

Hamilton County Educational Service Center

Diversionary Court at Rees E. Price: Of the 15 students with available data at the end of the year referred for attendance issues, 14 improved in attendance (93%). Of the 20 students with available data referred for unruly behaviors, 13 or 65% showed improvement in their behavior; range of improvement was from 50% to 100%. Of the 8 students referred for both unruly behavior and attendance, there were only 4 with available data and 2 of those showed improvement. Overall, the Court had a positive impact on 27 students with collectible data or 75% overall improvement.

Live It Like You Mean It

Leadership workshops/training for elementary school students: 188 students in four schools participated in the workshops, which are designed to improve coping skills, kindness to others, social skills, and impulse control. All completed pre and post tests which have target questions to determine if students understand the key concepts of the lessons. Of the 188 students, positive responses to the key questions ranged from 78% to 100% with the most scores being above 91%. At Midway elementary, 47 teachers

participated in Adult Leadership training. 55% showed positive responses to target questions that reflected learning of key concepts.

Literacy through Photography, Maureen Donnelly

Teaching photography as a means to express oneself and develop self esteem: Twelve eighth grade girls in Photo Club showed an improvement of +.85 on a five point scale on the self esteem scale and an improvement of +2.3 on photography skills. There was insufficient time to complete pre and post tests on the seventh and sixth grade girls who participated in similar classes.

New Image

Anger management, social skills and self esteem building groups: 45 students at Greener and Frost schools participated. Surveys were given to teachers to complete regarding students' behavior after the groups. 17 surveys were returned. 14 reported an improvement in students' behavior in the classroom and 13 reported seeing an improvement in students' attitudes.

Nutrition Council

Seventh Grade Nutrition and Wellness program: Interactive nutrition education and physical activities for 44 7th grade students. 97% reported learning new information about nutritional facts, 75% reported decrease in frequency of consumption of foods with low nutritive value, 53% reported decrease in intake of sugar sweetened food; 75% reported increase in consumption of healthy foods and beverages; 58% reported increased intake of water and 50% reported increase in physical activity.

Positive Approach

Anger management, Conflict Resolution, Leadership groups; peer mediation, Second Step: 155 students in all schools in which Positive Approach delivered services were rated by teachers pre and post services using the TCRS (Teacher Child Rating Scale) regarding their behavior in the classroom before and after Positive Approach services. Statistically significant gains were shown in all four areas of task orientation, appropriate behavior, appropriate assertiveness and Peer relationships.

Pregnancy Care

Making Abstinence Possible groups at Midway, Aiken, Norwood Middle School and Rothenberg: Served approximately 300 students in time limited groups. Favorable knowledge changes were reported on in a variety of post group responses.

The Children's Home

Individual and group therapy and teacher consultation at Midway and Mt. Healthy. At Midway, the therapist provided 220 units of service. With the exception of 15 students who did not complete an assessment, the therapist was able to serve or triage 95% of the referrals. Of students participating in groups, 84% of students were perceived as benefiting from the groups according to Ohio scales and teacher reports. At Mt. Healthy, over 120 children (220 units) were seen in small groups and classroom interventions/presentations at Greener and 330 units of individual assessments were

provided at Frost. From reports from sources, 85% of students experienced success. Teachers reported indicated they were satisfied 90% of the time with classroom presentations and 87% of students said the presentations were helpful and interesting.

Talbert House Project Pass

Mental health diagnostic assessments, treatment, crisis intervention, family engagement, prevention groups on anger management, conflict resolution, self esteem and social skills at Norwood schools (Allison, Sharpsburg, Norwood Middle School), Aiken, Quebec Heights and Rothenberg Academy. In all schools combined, 2757 hours of treatment services, 160 hours of diagnostic assessments, 358 hours of group services and 2239 hours of individual mental health counseling and therapy were provided. Aggregate data from prevention services showed positive results as conflict resolution skills improved from pre to post assessment. Trends on the Modified Aggression Scales were also positive as Fighting, Bullying and Anger all decreased and Caring and Empathy increased. Students did not show improvement on the In Control scales. For mental health services, youth and parent trends showed participants responsive to treatment. on the Ohio Scales. Positive trends were noted on the Developmental Assets scales on Social, Family, School and Community Asset Scales. The Personal scale remained unchanged from pre to post assessment. Significant changes from pre to post tests were shown on the School Domain, with the greatest increase in “caring about school” and “enjoying learning”. Hopefulness and Satisfaction indicated greater amounts of hopefulness and satisfaction.

Talbert House Pregnancy Prevention program

ART program: a comprehensive life skills program using an evidence based curriculum to target underlying and protective factors associated with delayed sexual initiation (e.g. academic success) as well as non-sex related antecedents of self sufficiency (e.g. effective decision making). 120 students were served one day per week for five bells per week for the school year at Rees E. Price. Evaluation included process and outcome components, i.e. staff report data and pre and post tests of students. Between 75.8% and 91% of participants showed increased knowledge of relevant items, increased understanding of dangers of risky behavior and knowledge of adolescent development.

Talbert House Substance Abuse Prevention

Classroom presentations, time limited groups, consultation with teachers, substance abuse screening and problem ID, individual treatment, substance abuse education groups, Life Skills curriculum, Second Step Curriculum, individual referrals and triage for students at FCF schools in Norwood City Schools and Mt. Healthy City Schools. Pre/post drug awareness quiz data indicated 97% of participants showed positive change in drug awareness, 98% improved on at least one triage area, Developmental Assets showed positive increases on all scales. 94% of participants indicated satisfaction with services.

Times II Advocate for Children and Families

Anger management and social skills program for students at Rees E. Price and Midway. 70 children a week at Midway and 80 children per week were served at Rees E. Price. Boys in the 4th through 8th grade at Rees E. Price who participated in the social

skills/anger management groups showed a decrease in destructive behaviors as measured by staff, attendance and discipline reports. Students showed improved social interactions and had fewer discipline referrals and fewer classroom confrontations. Out of 40 students who were rated by teachers via the Teacher Child Rating Scale (TCRS) statistically significant improvement was seen in all four areas: behavior, task orientation, appropriate assertiveness and peer relationships.

YWCA

Amend Program: Social Skills groups focusing on conflict resolution, anger management and violence reduction at Midway and Norwood Middle School: 84% of students demonstrated they accept personal responsibility for negative behavior and knowledge of appropriate conflict resolution.

SUMMARY AND RECOMMENDATIONS Program Goals



Progress on Goals for 2008-09 School Year

At the conclusion of each school year and upon receipt of the evaluation results, the coordinators examine the evaluation data and set goals for the following school year to improve the program and student outcomes. The goals frequently center around increased family engagement and increased communication with teachers involvement as these are both of these items are significant issues related to school success. Additionally, given the fact that there is a constant stream of new parents and new teachers entering the schools every single year, the strategies developed often need revisiting and refining. Last year was no exception. The following are the goals set for 2008-09 by the FCF Coordinators and progress made on each goal during this past school year:

1. Continue to increase parental involvement in their child's education. Offer technical assistance to FCF schools in how to become more family friendly.
 - Two FCF schools were assessed using the Family Friendly Checklist. Technical assistance was offered in areas showing a gap between family perceptions and staff perceptions.
 - The Family Engagement Committee developed a resource manual which was published on the HCFCFC website.
 - Midway conducted the "Appleseed" parent survey.
 - The coordinator at Greener Elementary School implemented a parent participation incentive program called "Shoot for the Stars." The aim of this program was to encourage families to be involved in many aspects of their child's education including areas such as attending school events, checking homework, signing student agendas and more.
 - The coordinator at Rothenberg arranged for several parents to participate in the Parents for Public Schools training.
 - All coordinators provided consultations with principals and teachers on practices to engage parents.
2. Increase teachers' comfort level and skill in communicating with parents through training, consultation and modeling.
 - All coordinators were involved with helping to arrange meetings with parents and modeling positive interactions in those meetings.
 - Aiken offered teacher training opportunities after school.
 - Most coordinators distributed a "referral script" to staff. This script offered practical examples of how they could communicate with parents about behavioral concerns and the possibility of making mental health referrals.
 - Quebec and Frost worked with their Family Peer Support program to assist parents in the process of communicating with school personnel.
 - All coordinators offered opportunities for school staff to meet with parents on an informal basis. These include events such as Donuts with

Dad/Muffins with Mom, Fat Tuesdays for Fathers, Parent Breakfasts, PRIDE celebrations, etc.

3. Continue to enhance data tracking.
 - Continues through work with Innovations
4. Continue emphasizing to teachers and school staff the importance of early intervention and prevention services, rather than services or interventions delivered in the midst of a crisis or when a student has already presented with long standing problems.
 - Continued education regarding the referral process.
 - Norwood developed “decisions rule” for automatic referrals.
 - All coordinators worked with their schools to develop and implement interventions which are appropriate for the tiers of interventions.
 - Several schools utilized the Second Step curriculum as part of their tier one interventions.
 - Norwood participated in a year of self study and research on prevention services culminating in the decision to institute a school climate program called Peacebuilders.
 - Midway, Frost, Greener and Aiken operate provider team meetings with the purpose of intervening prior to a large scale problem.
5. Continue structure of the exchange of knowledge, resources and best practices among inter agency coordinators.
 - Each coordinator submitted ideas for promising practices to the national organization Partnerships for Parents and Schools.
 - Two coordinators mentored resource coordinators from other programs.
 - Several coordinators participated in a day long in service workshop for new coordinators.
 - Coordinators have presented workshops with CincyAfter School and other organizations.
 - All coordinators participated in the quarterly networking sessions for school based coordinators.
6. Distribute schools assessment tool after assessors have been trained to perform assessments.
 - Pilot assessments were done in North College Hill, Rees E. Price, Winton Woods Middle School and Lakeside Elementary School.
 - Assessments were completed for six CPS Schools that had received 21st century after-school funding.
 - The SAT has been reviewed by individuals from Miami University’s Department of School Mental Health and Loyola University’s Department of School Psychology.
7. Continue to increase alignment with school and district strategic plans as well as other resource coordination initiatives across the county.

- CPS coordinators are members of their school's LSDMC and ILT.
- Norwood and Mt. Healthy are members of their school's OISM teams.
- Most coordinators have some input to their school or district's OIP process.
- The coordinator at Rees E. Price participates on the positive school culture correlate and the discipline correlate.

Goals for Upcoming School Year

Goals for the 2009-10 school year are:

1. Implementing suggestions/ideas given through the technical assistance offered from the Family Friendly School Certifications. We are considering offering this process to other schools in the community.
2. Continue to be open to exploring new collaborations and new partnerships to extend and enhance services in our schools.
3. Working to involve the community in more active ways. Examples of this active participation would be tutoring, mentoring and technical assistance given by community members to assist the students and staff in our schools.
4. Continue emphasizing to teachers and school staff the importance of early intervention and prevention services. Aligning our programming with academic bench marks and with the Tiers of Intervention are two strategies to accomplish this goal.
5. Develop a marketing campaign and strategies to promote parental/family investment in the educational life of their children. Distribute information to parents illustrating the benefits of parent involvement in the school life of their children.

Summary Statement: Through the Hamilton County FCFC, the Children First Program provides effective resource coordination among schools and agencies. Specifically, the program targets short term goals of improving positive child behavior and student connection and bonding to school, and long term goals of reducing drop out rates and abuse and neglect. Student, teacher, and principal data support that the short term goals of the program were met and that resources were well-coordinated and effective. Moreover, qualitative data demonstrates enthusiasm for the program among teachers and principals, and evidence that FCFC provides high quality programs and services to students, families, and schools. In 2007-2008 a data tracking system was established to assess longer-term goals over time (e.g., reduction in drop out rates); the data collection and analysis system, however, still needs refinement. Parent involvement continued to be a priority and coordinators utilized the tools and instruments developed by the FCF Family Engagement Committee to increase parent engagement. Continued work on both family engagement and teacher communication will continue in the upcoming year.

SCHOOL/AGENCY

Featured Programs



Aiken High School Shantytown Service Learning Project



Program Description

The Aiken Leadership Team chose to participate in the National Shantytown Project in October 2008. Our Aiken Shantytown project was designed as an overnight educational and experiential endeavor focusing on the causes of homelessness.

One month before the event took place, students contacted local shelters to collect data on the numbers of homeless citizens in the greater Cincinnati area. They were especially surprised by the number of homeless children in our area so they decided to do a service project for Project Connect, an organization that provides wraparound services to Cincinnati Public School children who are in homeless situations. They worked with the Director of that organization and decided that a new sock collection would be beneficial to the organization and feasible as a project for them to take on.

Flyers requesting donations of new socks were distributed and posted around the school during the month prior to the Shantytown event. Each day, a leadership team member made morning and afternoon announcements about the upcoming event and the sock collection.

Local businesses donated appliance boxes that could be used for the Shantytown construction; a moving company donated quilted pads to be used for warmth; Kroger Co. contributed fruit to be used for breakfast.

On the afternoon of October 16, students assembled in the Family and Children First Center after school to begin construction of the Shantytown makeshift community. We were located in the courtyard of the school. More than 70 cardboard hovels were erected to be used as shelter as students spent the night outside in 40 degree temperatures. In an effort to simulate what a homeless person might have to endure, dinner consisted of cold baked beans and hotdogs. Students were rationed 2 bottles of water that had to last them throughout the afternoon, evening and through breakfast the next morning. Speakers from the Coalition for the Homeless led an experiential activity about homelessness and a former homeless person came to speak to students about his journey.

Finally, students watched the movie Pay It Forward and afterward were led in a series of activities that helped them focus on their own values. Throughout the evening, more than 35 teachers and community members joined us to take part in the activities and to show support for the students (however, only 10 brave adults lasted the night)! Many students retired to their shelters by midnight while others sat around the fire pit with the adult leaders to continue their discussion of the day's events. Breakfast the following morning consisted of oranges and day old donuts. Students then spent the next 2 hours in a series of activities to help them reflect on the experience. Finally, representatives from Project Connect came to talk to the students about their experience and to collect the more than 1400 pairs of socks collected by the students.

Target Population

- Aiken High School Leadership Team Students
- Aiken High School Staff
- Community Partners
- Parents of Leadership Team Students

Goals of the Program

- Bring awareness to the problem of homelessness
- Provide needed socks for Project Connect
- Assist students in research and program design
- Connect students with the local business community
- Promote stewardship and citizenship principles while providing safe activity for students
- Parent Involvement

Cost of the Program

- \$83.47 - food
- Staff spending the night outside in 40 degree weather with 72 teenagers – PRICELESS!

Number of Participants

- 72 students
- 35 staff and community members
- 6 parents assisted by picking up boxes from businesses, donating a fire pit, gathering wood, etc.

Challenges and Results

There are always challenges when that many teens are spending the night together; the kids did not complain about the cold or the food, but there were some groans and complaints when it was time to sleep! A few of the students were frightened by being outside in the dark and needed to be close to chaperones throughout the night. The other challenge was keeping the raccoons and deer out of the Shantytown area. One staff member brought her Saint Bernard dog, Shadow, so he had animal patrol that night and the kids did feel less intimidated by the wildlife with Shadow on the job.



Quebec Heights Fifth Quarter Program

Program Description

Quebec Heights was part of an initiative in which schools offered four weeks of extended learning time in the month of June after the completion of the regular academic school year. These were full days of academic instruction and enrichment activities. This Fifth Quarter was not mandatory. The focus for the first half of the school day was academic instruction, and the afternoon was devoted to enrichment activities conducted by neighborhood providers and our teachers.

The FCF part of the program was the afternoon enrichment. There was no money budgeted, other than for the school staff. All of the enrichment activities were to be at no cost. CPS had a Fifth Quarter planning team who met on a monthly basis with Fifth Quarter Principals and their Resource Coordinators.

Goals of the Program

The goal of the Fifth Quarter was to raise the level of achievement in under performing elementary schools. In the targeted schools the extended time in June was to increase academic reinforcement and enrichment.

Another goal was to differentiate the program from summer school and give the Fifth Quarter more of a summer camp feel. Environmental education programs were also part of the summer programming. An “Environmental Passport” was created for the Fifth Quarter, and consisted of self- directed green focused activities for students to complete. The passport was designed to encourage creative thinking and problem solving.

Target Population

Kindergarten thru 7th graders, who attend Quebec Heights.

Number of Participants

Ninety-seven students enrolled and attendance averaged about 68 students daily. CPS provided 11 teachers, one security person, 3 instructional assistants and the Principal. Gear-up provided a dropout specialist and an academic advisor. Twelve organizations provided services at no cost.

Providers

- Cincinnati Reads
- Cub Scouts
- Girl Scouts
- Cincinnati Park Board
- Leave No Child Inside
- Imago Earth Center
- American Heritage Girls
- Gear-up, including three fieldtrips to Cincinnati Technical and Community College, Paul Brown Stadium and the Cincinnati Reds’ Museum

- MADCAP Puppets
- Rumpke
- Artwheels

Cost

CPS covered the cost of the school employees and also provided busses for field trips. The providers donated their services to the school. The Dater Foundation provided monies for an end of the Fifth Quarter Party.

Challenges

All of the Fifth quarter enrichment activities had to occur from 12 pm. to 2:15 pm., even the fieldtrips. As a result of the limited timeframe, fieldtrip locations had to be selected that were close enough to the school so that travel time and the fieldtrip visit could take place within the 2.25 hour time slot.

Fifth quarter attendance was optional, which is one of the reasons for the lower student attendance at the beginning of the program. Our teachers were focused and creative in their efforts to bring in more children.

Many provider agencies were going through difficult financial times, so the amount of services that they could provide was limited. There were no monies for art supplies.

Additionally, our school is not air-conditioned. Further, the regular school year ended on a Friday and the Fifth quarter began the following Monday, so there was no real break for teachers and families.

Results

The students benefited from the additional opportunity for education and enrichment. Our Kindergarten through third grade students combined in the afternoons and worked together on a variety of activities. One of the benefits of their time together was that students and school staff got to know one another, which increased the connectedness that our students felt with our school. Our students benefited from the additional quarter of academic and enrichment activities and as a result were in better shape academically to begin the new school year.

Smaller class size combined with the addition of 5th quarter academic volunteers increased the amount of individualized attention and instruction that our students received. The teachers reported that they were able to assist students in tying up some loose ends and in solidifying the students' understanding of concepts covered during the school year.

An additional benefit was that both the teachers and the students appeared to be more relaxed and happy. This seemed to have to do with the teachers spending their afternoons participating in creative and enjoyable enrichment activities with the students.



Greener School, Mt. Healthy City Schools

Program: Parent Connection Luncheon

Program Description

As part of the Parent Participation Program developed at Greener Elementary, we decided to have a quarterly Parent Connection Luncheon to help keep families informed about what was going on in their child's school. We surveyed parents to see if they would be interested in having this quarterly luncheon and also to get an idea about what types of topics they would be interested in discussing at these luncheons. Some of their responses included learning about the new school buildings, finding out more about the up coming tax levy and learning ways to help their child with homework.

Goals of Program

There were 3 goals for this program: (1) keep the parents informed about topics that were important to them (2) help parents feel like they had a voice in what went on at their child's school (3) help parents feel comfortable in their child's school.

Target Population

The families of our students were the target population for this luncheon.

Publicizing

The first step for publicizing was to find out from the parents if this was something they were interested in and to find out what topics they were interested in learning more about. We passed out a Parent Connection Luncheon Survey to the parents to complete. Out of the 300 sent home, 62 were returned and completed. We then sent home a flier with the date and time of the luncheon, we also included information about this in our monthly newsletter, and announcements were made several times during school. We received 32 RSVPs for the luncheon. Bus transportation and childcare were offered to the parents who needed these services.

Cost

We used Title I money that the district provided to the Family and Children First Program for expenses involved in increasing parent involvement. The total cost of the luncheon was under \$75.00

Outcomes

Out of the 32 RSVPs received, 11 parents came to the luncheon. The guest speaker was David Horine, Superintendent of Mt. Healthy City Schools and Lori Handler, Assistant Superintendent. They answered many questions about the new schools being built and about the upcoming tax levy. At the end of the luncheon, we passed out a survey to the parents to encourage their comments and to again ask for any topics they wanted us to address at the next luncheon. All 11 of the parents returned their surveys. They had very positive comments about our luncheon, for example: "I enjoyed talking to the other parents"; "They answered lots of questions I had about the new schools".

Challenges

Transportation and child care were the two biggest challenges we had. Although transportation was offered, none of the parents took advantage of it. Child care was provided for six children in the childcare room; teaching assistants helped with the child care. Also, some dietary restrictions needed to be addressed. Questions about dietary restrictions will need to be included on the RSVP forms for our next luncheon. Finally, attendance was lower than expected and much lower than the RSVPs indicated. The planning team decided that making reminder phone calls the night before might increase the number of parents attending; this will be tried prior to the next luncheon.

Rothenberg Preparatory Academy

Program: Interactive Career Fair



Program Description

In order to teach students about a wide range of careers, the FCF coordinator at Rothenberg Preparatory Academy organized an interactive career fair. Community volunteers with diverse jobs showcased their work. Some of the featured careers included a barber, hairstylist, dentist, dental assistant, nurse, entertainer, policewoman, realtor, business executive etc. Students were encouraged to actively participate in demonstrations related to specific careers and to interview the career representatives. They received extra credit from classroom teachers for completing questionnaires about each career station.

Goals

1. To help students engage in a collaborative process to discover pertinent facts about featured careers
2. To present an entertaining and informative event that will encourage students to think about future career options

Target Population

Initially, the Interactive Career Fair was designed to appeal to 5th through 8th grade students. As the planning process evolved, we decided to provide primary students with an introductory experience by arranging for them to visit with the mounted police and their horses.

Participants

Approximately 150 students participated in the career fair. An additional 82 primary students visited with the mounted police.

Cost

Costs were minimal: Light refreshments for career representatives were under \$20.

Challenges

The biggest challenge was selecting community participants. It was important to choose diverse jobs and careers to feature. We chose jobs that didn't require a college education as well as careers that required advanced degrees. We made sure there was close to an equal number of male and female representatives. We were also sensitive to the ethnic makeup of students, making sure there were a significant number of volunteers who had similar cultural backgrounds.

Results

The Interactive Career Fair was very well received. Students reported they enjoyed the opportunity to have hands on experiences at each career station. Approximately 70% of 7th/8th graders earned extra credit for their questionnaires. Teachers and volunteers expressed positive comments. Primary students were pleased with their introduction to the career fair. They sent thank you notes and drawings to the mounted police.



Norwood Middle School

PRIDE Program

Program description

PRIDE is an acronym for the building wide behavioral expectation plan for Norwood Middle School. Students are taught the expectations at the beginning of the year and then receive subsequent boosters throughout the remaining quarters.

Each quarter 20 students are nominated by their teachers for PRIDE recognition. These students always “show Norwood PRIDE”. For example, there are students who receive PRIDE tickets for a weekly drawing. These students may have earned a ticket for a one time positive behavior. The students in the PRIDE recognition program consistently follow behavioral expectations.

For recognition, the students are “surprised” with a yard sign that reads “I always show my Norwood PRIDE.” The signs are placed in the student’s yard by a parent volunteer. Parents are notified of the recognition and invited to a parent/student breakfast. Both students and parents are recognized with a token gift (a gift certificate, tee shirt, coffee mug, etc.) and encouraged to continue following behavioral expectations.

Goals of program

- Recognize and reward consistent positive behavior
- Increase parent involvement at the Middle School

Target Population

Seventh and eighth grade students and their parents/caregivers are the target population.

Number of participants

Twenty students a quarter are recognized. A total of 80 students participate.

Cost of program

The yard signs cost approximately \$500 total and the quarterly breakfasts and gifts are about \$100/quarter.

Challenges

There are students who make huge changes from first quarter to third or fourth quarter. It is sometimes difficult for staff to “let go” of previous behavior and allow a nomination to stand.



Rees E. Price

The Photography Literacy Program, Maureen Donnelly

Program Description

This program was new to Rees E. Price for the 2008/09 school year. A photography club was formed of twelve 8th grade students. One of their projects was the Eight Grade Photography Project. Photo club students interviewed sixty-one 8th grade students concerning their aspirations, assessments of their own personalities and inspirational people in their lives. Photo students then took pictures of each student and selected one photo of each to be displayed with quotes from their interviews. In addition to an 8x 10 portrait being given to each student, the photos and quotes were used at the end of the year graduation ceremony. As each student's name was called to receive their promotion certificate, their pictures appeared on a big screen. The students were excited and their families shared in the excitement.

Goals

The goals of the project were to increase the self esteem of the participants, to help them develop closer relationships with others in the group, to see different sides of themselves and their peers, to learn to use writing as a way of self expression and to learn how to work as part of a team.

Target Population

The target group was 7th grade female students who had some social and behavioral issues.

Publicizing of program

The provider, Maureen Donnelly, met with the 7th grade team and explained the program and encouraged girls to join. The teachers then followed up by helping to recruit members.

Total cost of the program

\$ 1347.50

Midway Program Highlights

Parent Survey Project

Program Description

Research shows that students are more successful when parents are involved in their child's education. The Project Appleseed parental involvement survey, which is a self-diagnostic tool, measures the six slices of parental involvement. The areas included are Parenting, Learning at Home, Volunteering, Decision-making, Community Involvement, and Communicating.

The Parental Involvement survey was distributed to parents at the Muffins to Moms school-based event. This provided an opportunity to engage parents and guardians, encouraging them to identify and acknowledge the contributions they make to their child's education. While reviewing the survey and talking to other parents, they also learned new ways parents can help their child be more successful in school.

Parents were very enthusiastic about completing their own surveys and encouraged others to do so also. While many completed them during the event, other completed them at home and returned them later in the week. In addition, the survey was used by the Parent Engagement Coordinator to further engage parents of children who were referred to the Peace Team for behavioral interventions, mental health and family support services.

Goals of Program

Distributing the survey and scoring the results supports Midway's Family Partnership Plan. The overall goal was for family's to see the importance of participating in their child's education.

Specific objectives of discussing this tool with parents were as follows:

- Encourage contact with their child's teacher for progress updates.
- Encourage visiting their child's school and classroom.
- Encourage integrating school behavior standards at home.
- Increase parent awareness of new ways to be involved.

Target Population

Our goal was to interview and obtain survey results from at least 50 Midway parents. Parents' interest was so strong that we actually received 80 surveys from Muffins to Moms participants and another 11 surveys from parents of referred students.

Number of Participants

As indicated above, 91 parents completed the surveys. Close to 300 parents attended Muffins to Moms and learned about the importance of parent involvement.

Cost of the Program

The total cost of the program was \$530.00. Family Services of Cincinnati provides parent engagement as part of their contract with Family & Children First Council. Family Services received a grant to allow them to sponsor the Appleseed Parental Survey Project. The cost includes accessing the survey and copying them for distribution.

Challenges

Surprisingly, there were no challenges. In fact, we received more completed surveys than we expected. Also, parents' enthusiasm was quite remarkable.

Results/Outcomes

Survey results were charted on an excel sheet. The data indicated that Midway parents scored in the excellent range, meaning that they were strong partners in their child's education. Parental enthusiasm for this practice was a strong indicator of its value.

Students benefited from their parents attending the school event. Many children were aware of the questions being asked and provided their own input. We hypothesize that reviewing the six areas of parent involvement served as a reminder to parents how important their contribution is.

End of year statistics allowed us to chart a sample of survey scores with student grades and discipline. Results showed there was a positive correlation between high scores on the parent survey and their child's academic achievement and low discipline referrals.